

CENTRAL ADVISORY BOARD OF EDUCATION.

**Report of the Women's Education Committee of the
Central Advisory Board of Education to consider the
curriculum of Girls' Primary Schools in India, 1937.**



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1937

REPORT OF THE WOMEN'S EDUCATION COMMITTEE OF THE CENTRAL ADVISORY BOARD OF EDUCATION TO CONSIDER THE CURRICULUM OF GIRLS' PRIMARY SCHOOLS IN INDIA.

The above Committee met in Simla on the 27th and 28th September, 1937 and was attended by the following members of the Women's Education Committee :—

Lady Grigg,

Rajkumari Amrit Kaur,

Dr. Bhagavan Das, M.L.A.,

Mr. J. E. Parkinson, Educational Commissioner with the Government of India.

Mr. R. M. Statham, Director of Public Instruction, Madras, and Mr. S. P. Mookerjee, Vice-Chancellor, Calcutta University, were unable to attend the meeting owing to illness.

The following were co-opted :—

Begum Shah Nawaz, M. L. A.

Miss Twells,

Inspectress of Girls' Schools,

Central Division and Bombay Division.

Miss E. C. Williams,

Chief Inspectress of Girls' Schools, U. P.

Miss E. Chamier,

Inspectress of Girls' Schools, Jubbulpore Division.

Miss G. E. Littlewood,

Inspectress of Girls' Schools, N. W. F. P.

Lady Grigg was elected to the chair.

2. The following papers were circulated to all members beforehand :—

(i) Memorandum on the curriculum of girls' primary schools in India (Appendix I).

(ii) Syllabuses of girls' primary schools (Appendix II).

3. The Committee recognised the vital importance of nursery schools. Where such schools exist and are efficiently run they deserve every encouragement. The Committee would like to see an extension of provision of facilities for the education of children of about 4 to 6 years of age. In this connection voluntary effort might be enlisted. An equally urgent problem, however, is the expansion of a suitable education of girls from about 5 to 10 years of age until compulsory education for this stage has been reached.

4. Before drawing up the curriculum it seems desirable to state certain considerations which should be kept in view and to emphasise other points without which no curriculum can be satisfactorily taught.

5. Even with an efficient and enthusiastic teacher, primary schools suffer from many handicaps which militate against successful work. Amongst these are the following:—

Insufficient staff.—A primary school usually consists of either four or five classes. Many of these schools are staffed by one teacher only—others by two. In these circumstances the average teacher cannot be expected to guide and control the work of all the classes. An additional handicap is the admission of children at any time during the year, though certain provinces have limited admissions to specified periods of the year. Thus the lowest class consists of groups of children at various stages with a tendency to stagnation due to the inability or impossibility of giving proper attention to each group.

Malnutrition.—Attendance at primary schools in rural areas and often in urban areas sometimes necessitates a lengthy walk for young children and often when they are insufficiently fed. Mental and physical activity cannot be expected from sickly, weakly or hungry children. The Committee hope the time will soon come when provincial and local authorities will make themselves responsible for the feeding of necessitous children. It is gratifying to note that several municipalities now provide free milk for poor children and the Committee hope their example will be widely followed. The attention of the teacher might be invited to the need of seeing whether her pupils are sufficiently nourished.

Unsuitable buildings.—Teaching is also handicapped by unsuitably designed buildings. These are often too small or insufficiently or unsuitably lighted. The Committee do not press for permanent or costly structures. Very often a *kutchra* building is quite satisfactory—especially if there are large verandahs and shade-giving trees close by. Certain members of the Committee, however, felt that a well-designed *pucca* building would attract children to it and prove economical in the long run because the cost of annual repairs would be slight. But financial considerations demand a consideration of the plan of primary schools to suit different localities. All schools, whether *kutchra* or *pucca*, should possess at least one large room, spacious verandahs and playgrounds.

Before the principles on which the curriculum should be based are discussed, the Committee emphasise that activity is essential for young children. Activity is impossible when children are herded together in small rooms. The rural school building, whether *pucca* or *kutchra*, should contain at least one large room in which the youngest children can move freely.

Poverty of parents.—The Committee are aware of the opposition in some quarters to education for girls and also of the poverty of the people which compels them to employ their children at an early age in the care of cattle and in domestic duties. Persistent propaganda to attract children to school is still necessary.

Poverty of local authorities.—The poverty of the local authorities is another factor militating against good teaching. The Committee later point out that no curriculum which neglects the educational value of handwork can be considered satisfactory. Much can be done with mud, clay, sand and such materials. The teacher herself can do much in preparation of charts and material for the early teaching of reading and number, yet additional material is necessary. Beads of a variety of colours, wool, raffia, models and other kindergarten equipment, pictures, chalks should be found in all primary schools. Much of this is consumable. Hence an adequate contingent grant for a regular supply of necessary material is essential.

6. Before discussing the details of a curriculum the Committee wish to emphasise that any curriculum for primary schools must make use of certain element of experience. The aim of the school should be "to introduce its pupils to such experience in an orderly and intelligent manner, so as to develop their innate powers", or in the words of the Hadow Report "to develop in a child the fundamental human powers and to awaken him to the fundamental interests of civilised life so far as these powers and interests lie within the compass of childhood, to encourage him to attain gradually to that control and orderly management of his energies, impulses and emotions, which is the essence of moral and intellectual discipline, to help him to discover the idea of duty and to ensue it, and to open out his imagination and his sympathies in such a way that he may be prepared to understand and to follow in later years the highest examples of excellence in life and conduct". It is not so much a matter of teaching a prescribed minimum of knowledge in certain subjects, necessary though this knowledge might be, as of providing opportunities for healthful activities. The curriculum should therefore be thought of, not so much in terms of knowledge to be acquired, as in opportunities for each child to occupy herself in wise adjustment to her environment and to the society of which she is a part. The facts will come in this process. This point of view is emphasised in the recent report on Vocational Education in India by Messrs. Abbott and Wood. Mr. Wood writes:—

"It is vitally important that young children should not be required to sit still for long periods at a time. A young child needs rest, it is true, but he must play, he must explore and he must be physically active if he is to derive a daily satisfaction out of his attendance at school. In short he needs experience more than instruction".

7. Primary schools for girls have been criticised as being too much like those of boys, and there exists an idea that primary schools for girls should be distinct from those of boys and with different curricula. We do not agree and feel that in the primary classes no distinction in curriculum is necessary, as the interests, activities and the life of young children are much the same whether they are boys or girls. The Consultative Committee of the Board of Education in England state:—

"Our enquiry has not imbued us with any conviction that there are clear and ascertained differences between the two sexes on which any educational policy may readily be based..... It would be fatal at the present juncture to prescribe one curriculum for boys and another for girls".

8. The Committee are of opinion that the general curriculum for primary schools for boys need be no different from that of girls' schools--nor need the methods of teaching this curriculum be different. It follows, therefore, that the Committee prefer a mixed school to separate schools for boys and girls not merely on the ground of economy, but educationally. The Committee wish to make it quite clear that the attendance of girls in boys' primary schools and *vice versa* should be encouraged (Miss Chamier dissenting). In this connection, the Committee urge that every effort should be made to increase the supply of suitable women teachers and heartily endorse the opinion of Mr. Wood in his recent report that "until a system of infant classes staffed by trained women is established in India, education will remain unsound at its very foundations".

9. Again, it has sometimes been argued that the curriculum of a rural primary school should not be the same as that of an urban school. From what the Committee have said about the need of relating the child's activities to his environment, it follows that emphasis on the "content" of various subjects will differ according to the location of the schools. Thus a town school affords greater opportunities for emphasis on industries, with associated activities, whilst the rural school is better situated for outdoor activity, gardening and allied topics. It is not so much a matter of different subjects as of emphasis on suitable "content" of the same subjects.

10. The Committee are of the opinion that English should not form part of the curriculum of a primary school, even of five classes, as the amount of English learnt will not compensate for the lowering of the standard of general education through the vernacular, which would result from the smaller time given to general subjects. Some members feel, however, that conversational English might continue to be taught in the primary departments of anglo-vernacular schools.

11. The question of the inclusion of religious instruction in the curriculum of primary schools is one on which agreement is not unanimous, though all agree that an education divorced from religion is sterile. In privately managed schools religious teaching should be permitted but in government and local body schools the difficulties are obvious. The Committee carefully considered the views on religious teaching expressed by the Women's Education Committee on page 11 of their report of 1936 and record their entire agreement with the terms of that Committee's resolution, *viz.*, that primary education without teaching the basic principles common to all religions is incomplete. All agreed however that moral ideas and habits must be developed though there is a difference of opinion whether the teaching should be direct or indirect. Some feel that the every-day school life of the child will provide the teacher with sufficient opportunities for inculcating the fundamental qualities of honesty, truthfulness and brotherliness, while others, feeling that this is insufficient, press for definite instruction by means of lessons and stories drawn from the literature of all religions.

12. Assuming the aim to be that given in paragraph 6 above, and emphasising that the children should receive adequate sleep and food and that the school and its surroundings are hygienic and reasonably roomy, we now examine the principles on which the curriculum should be built.

13. *Physical Training*.—This is as important as mental training. The aim should be not so much precision of movement, or what is usually known as drill, but such games and activities suitable for young children as will evoke enjoyment, and give healthy exercise. This, however, does not go far enough. The physical training should include posture, grace of movement and all those activities which are known as eurhythmics, a development of the power of expression through movement, which is believed to have, with other physical activities, so great an influence upon the development of perception and feeling. Thus physical training will include games, simple rhythmic movements, song, drill and simple drama. In all school work the teacher should pay attention to posture, care of the eyes and try to prevent the formation of unhygienic physical habits.

14. *Language*.—The importance of being able to express oneself clearly in speech and writing, and to understand the spoken and written word in the vernacular of the province need not be stressed. The Committee recognised the desirability for a common language and would welcome early agreement as to what this language should be. Rajkumari Anrit Kaur was strongly of opinion that the common language should be Hindustani with both the Devanagari and the Persian scripts. The curriculum must therefore include speaking, reading and writing. By the time the child leaves the primary school, she should be able to express her thoughts clearly and easily, either orally or in writing, and to read silently or aloud with ease, pleasure and understanding.

Relapse into illiteracy, however, is probable unless the tools which have been provided in the primary schools are used. Hence we stress the need of providing in all schools a small library which can be used by the children when they have left school. Such books and periodicals should be available at fixed times outside school hours if necessary and should be suitable both in language and content. Government should encourage the formation of these libraries especially in the villages and should regard expenditure on them as approved expenditure for grant-in-aid. A keen teacher would have considerable influence in encouraging reading amongst those of her pupils who have left the school and thereby preventing to a large extent a relapse into illiteracy.

15. *Arithmetic*.—As with writing and reading, arithmetic is a fundamental subject. The basic operations of additions, subtraction, multiplication and division should be thoroughly mastered and the principles applied to operations with which the children are familiar. It should not be necessary for children to work complex and involved exercises in fractions or commercial operations which have no relation to their experiences or environment. The child must also be able to deal easily and accurately with examples involving the weights and measures (money, weight, length, area, capacity and time) in common use in her province and in India, and to apply her knowledge to the solution of simple problems dealing with her every-day life.

In addition to number, the children should be familiar with the shape, size and weight and the simple properties of various common bodies and shapes, such as the cube, sphere, square, oblong, circle. This should be done through practical work, by handling the figures, cutting them out, making, measuring and comparing them, perhaps even by making plans of them to

scale. No formal geometry need be attempted, but such practical work should not only add interest but lead to the formation of clear ideas of various geometrical figures and objects.

16. *Handwork*.—Whilst language forms the chief means of developing the intellect, yet recent psychological investigations prove that handwork also plays an important part in this process. Not only does suitable handwork help the co-ordination and adjustment of various activities, but it also helps towards a child's understanding of objects presented to her and affords an opportunity of self-expression. Drawing and craft-work are therefore necessary both as a help towards understanding and as a means of helping a child towards a sense of beauty and appreciation. Drawing, needle-work, design, illustration, weaving, spinning, basket-making, knitting, the making of objects in card-board, clay, raffia and any local arts and industries, cannot be neglected. These activities should be not only a discipline of the hand but should also lead to a cultivation of an aesthetic sense.

17. *History, Stories*.—It is also desirable that a child should know something of the heroes and heroines not only of her own country but of other countries, their deeds, of great events in the history of their own country and of the world. These, in the earliest stages must of necessity, lack historical continuity and the relations of cause and effect. Such stories make a great appeal to children, arouse their interests and form a foundation for more serious study. They should frequently be told, even though they are to be found in the school readers, and should be read for interest and information. Folk stories and legends should be included.

18. *Geography, Stories, Observation, Practical work*.—It is also desirable that children should know something of the life of children in other lands; their houses, dress, food, occupations, manners and customs. Such topics will include life in hot, cold and temperate regions and the general characteristics of these regions. An examination of the locality—the crops, activities, transports, geographical features, leading to more detailed knowledge of the province and of India itself—is essential. The pupils should also learn something about the main features of the world and acquire some knowledge of the making and reading of maps.

19. *Science, Stories, Observation, Practical work*.—In what might be called Science, the children should be taught simple facts and laws of health, causes of common diseases, the more important features of plant and animal life and be encouraged to keep pets, whenever possible and to be kind to animals, to make collections of various natural objects, to interest themselves in the school garden and to help the teacher in simple experiments or observations of plant and animal life. Special "text books" for the younger children should not be necessary.

20. Summing up, the curriculum of a girls' primary school of four or five classes will consist of :—

1. Languages—reading, writing (handwriting and expression), speaking.
2. Arithmetic—with practical work.
3. Physical training—for health, posture and enjoyment.

4. Handwork—drawing, simple cookery and laundry, needlework and suitable craft-work.
5. History, Geography and Science—not as formal subjects of study but to give information, to arouse interests and to prepare for more serious study.

21. The most important point, however, is not to regard the above as separate subjects, with text-books and prescribed periods on the time-table, but activities to be taken up when suitable opportunities occur, such as harvesting, a visit to a place of interest and so on. The Committee agreed that a time-table might be necessary, but the periods should be elastic and changeable by the teacher according to circumstances. There is little fear that a prescribed course will not be covered, provided the teacher has been suitably trained and keeps a record of the work she has done. Indeed it is impossible to keep to a rigid time-table in working on the Project Method, a method which has great possibilities in a primary school and which the Committee should like to see adopted far more widely than at present. The Committee are of opinion that points mentioned should receive great emphasis in normal schools and that in the practising schools suitable procedure should be worked out. It is the teacher who is all important. No curriculum can be satisfactorily taught and no school made attractive to its pupils unless the teacher has an understanding of the principles underlying her methods and how those principles are worked out in accordance with the child's nature.

22. The Committee do not consider that it is necessary to draw up detailed syllabuses of work for each class in each of the activities and subjects mentioned in the preceding paragraphs, because such syllabuses could obviously not apply to the whole of India. Such work has recently been carried out by committees in several provinces, as a result of which new syllabuses have been prepared in detail. Since 1935 the Governments of Mysore, United Provinces, Central Provinces, Bihar, Bengal, amongst others, have issued excellent revised syllabuses. The Committee wish to emphasise that the teacher is more important than any syllabus. The Committee suggest that provinces should now review the training of primary teachers in order to see that the pupil teachers are able both to appreciate the principles underlying the curriculum and to adopt suitable methods to make the primary school attractive and a place of healthy activity. The translation into the vernacular of the whole of the introduction of the Hadow Report on "The Primary School" and the section of the Abbott and Wood Report dealing with primary schools would be of great help towards an understanding of the aims and methods of primary education. The Committee also emphasise the need of refresher courses, and view with apprehension the absence of facilities for training Indian teachers in kindergarten methods.

23. The Committee are of opinion that a test should be held at the end of the primary course, though the Committee appreciate certain difficulties in the control. This test should be of a simple nature and should consist of written papers in language, in arithmetic and possibly a paper containing easy questions on the scope of the geography, history and science courses. The

Committee recognise the desirability of an oral examination but appreciate the many difficulties of efficiently conducting one.

24. Even the keenest young teacher requires help, guidance and kindly encouragement from those more experienced than herself. Such help should come from the inspecting officers who ought to spend some considerable time in each school not with a view to fault finding, but to carry ideas from school to school to illustrate how they can be carried out and to stimulate the teacher. This cannot be done until the inspectorate is considerably increased and the Committee view with alarm the shortage of inspectresses compared with the number of schools in most provinces. After a visit by an inspectress the teachers should feel that they have learnt something and should not hesitate to place their difficulties before the inspectress, knowing that these will receive sympathetic consideration.

GERTRUDE. C. GRIGG.

Simla, the 6th October, 1937.



APPENDIX I.

MEMORANDUM ON THE CURRICULUM OF GIRLS' PRIMARY SCHOOLS IN INDIA.

In India girls are educated in separate as well as mixed schools. In 1935, 43 per cent. of the total number of girls studying in primary schools were enrolled in primary schools for boys. The question of having a suitable curriculum for girls' schools has long exercised educationists. There is still considerable dissatisfaction regarding the courses of girls' schools.

2. The curricula in use in girls' schools are largely those followed in schools for boys, but modifications are made so as to make them more suitable for girls and to the local conditions. As pointed out in the annual report on "Education in India in 1934-35", there has been a certain amount of criticism directed against the curriculum of girls' schools especially on the ground of its being too masculine. In their Resolution of 1913, the Government of India also realised this and recommended that the education of girls should be practical with reference to the position which they would fill in social life and that it should not seek to imitate that which is suitable for boys.

3. The Women's Education Committee set up by the Central Advisory Board of Education, which met in Simla in 1936, to report on the primary education of girls, emphasised the need of a comparative study of existing curricula of girls' primary schools in various provinces in order to obtain a curriculum more in accordance with modern educational thought than some at present in use. It advised that this question should be submitted to a sub-committee of experts. The Board considered this proposal at its second annual meeting on the 14th December 1936, and agreed that a sub-committee should be appointed to consider the curriculum of girls' primary schools in India. The Government of India also considered of vital importance the preparation of a suitable curriculum for girls' primary schools. In order to enable the Government of India to constitute such a sub-committee, they requested the Provincial Governments to suggest the name of suitable persons who possessed special knowledge and experience of the problem which the sub-committee was to examine. A sub-committee was thus constituted to consider this problem.

4. The task before this sub-committee is to prepare a suitable curriculum for girls' primary schools as it is essential that in the interest of primary education of girls the curriculum should be made as useful and as attractive as possible. The syllabuses of girls' primary schools in various provinces in India have been summarised for the convenience of the members of this sub-committee and a copy of the summary is attached to this memorandum for their information.

APPENDIX II.

SYLLABUSES OF GIRLS' PRIMARY SCHOOLS.

Madras.

According to the rules framed under the Madras Elementary Education Act, elementary education means the imparting of instruction in the following subjects :—

I.—Vernacular (Reading and Writing).

II.—Arithmetic.

III.—Drawing.

IV.—Nature Study.

V.—Physical training.

VI.—Needlework.

may also include the following additional subjects :—

- (1) Hygiene.
- (2) First Aid.
- (3) Geography.
- (4) History.
- (5) Civics.
- (6) English or a Vernacular of the Presidency.
- (7) Practical Instruction.

In the earlier stages, kindergarten methods are to be adopted. In the case of girls, practical instruction is to include health and household management. Training in music is to be provided for in schools wherever possible. The Director of Public Instruction or the District Educational Council may prescribe courses of study in all or any of these subjects. Practical instruction is not to be introduced in standards below the fourth without the previous approval of the Director of Public Instruction. The practical instruction given should ordinarily have reference to the chief occupations or industries of the locality and the class of pupils. Spinning by itself should not be taught for more than four hours a week during school hours.

As District Educational Councils may prescribe courses of study in all or any of these subjects and as there is no common course of study, the optional subjects taught vary from school to school.

Bombay.

Of the subjects prescribed in the following standards, Vernacular, Arithmetic, History, Geography, Hygiene and Needlework will be obligatory in all schools and will constitute the minimum required.

2. Subjects asterisked are optional.

3. Examination in handwork will be collective in all standards and there will be no individual marking of children.

Infant Class.

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic and Geometry.
- *III .. Nature Study and school gardening.
- *IV .. Drawing.
- *V .. Handwork, i.e., clay-modelling ; paper-folding ; paper-cutting ; stick-laying.
- *VI .. Physical exercises and games.

Standard I.

- I .. Vernacular : Reading and Writing ; Poetry ; Composition.
- II .. Arithmetic and Geometry.
- III .. Needlework.
- *IV .. Nature Study and school gardening.
- *V .. Drawing.
- *VI .. Handwork, i.e., clay-modelling ; paper-folding ; paper-cutting.
- *VII .. Physical exercises and games.

Standard II.

- I .. Vernacular: Reading and Writing; Poetry; Composition.
- II .. Arithmetic and Geometry.
- III .. Geography.
- IV .. Hygiene.
- *V .. Needlework.
- *VI .. Nature Study and school gardening.
- *VII .. Drawing.
- *VIII.. Handwork, i.e., clay-modelling; making of cardboard; brown-paper toys or models.
- *IX .. Physical exercises and games.

Standard III.

- I .. Vernacular: Reading and Writing; Poetry; Composition.
- II .. Arithmetic and Geometry.
- III .. Geography.
- IV .. Hygiene.
- V .. Needlework.
- *VI .. Nature Study and school gardening.
- *VII .. Drawing.
- *VIII.. Handworking, i.e., clay-modelling; "surkat" (or rush) work; cardboard; brown-paper toys or models.
- *IX .. Physical exercises and games.

Standard IV.

- I .. Vernacular: Reading and Writing; Poetry; Composition; Grammar.
- II .. Arithmetic and Geometry.
- III .. Geography.
- IV .. Hygiene.
- V .. Needlework.
- *VI .. History.
- *VII .. Nature Study and school gardening.
- *VIII.. Drawing.
- *IX .. Physical exercises and games.

Standard V.

- I .. Vernacular: Reading and Writing; Poetry; Composition; Grammar.
- II .. Arithmetic and Geometry.
- III .. Geography.
- IV .. Hygiene.
- V .. Needlework.
- *VI .. History.
- *VII .. Nature Study and school gardening.
- *VIII.. Drawing.
- *IX .. Physical exercises and games.

Standard VI.

- I .. Vernacular: Reading and Writing; Poetry; Composition; Grammar.
- II .. Arithmetic and Geometry.
- III .. Geography.
- IV .. Hygiene.
- V .. Needlework.
- *VI .. History.
- *VII .. Nature Study and school gardening.
- *VIII.. Drawing.
- *IX .. Physical exercises and games.

Bengal.

In 1936, the Government of Bengal appointed a committee to consider the curriculum suitable to the needs of primary schools and maktabs. The committee recommended that the following subjects should be compulsorily taught in every primary school:—

(A)—

- (1) Vernacular: Reading and Writing.
- (2) Arithmetic.
- (3) Geography and Rural Civics.
- (4) Elements of Science.
- (5) Games and Physical Exercises.
- (6) Handwork.
- (7) Religious Instruction.

(B)—Option should be given to schools to teach English on their satisfying certain conditions and when taken up should be treated as an examination subject, but the marks obtained should not be taken into account for the awarding of scholarships.

(C)—At the end of the Primary Final Course there should be a departmental public examination both for boys and girls and scholarships awarded on the results of the examination.

(D)—The departmental examination should be held in the following subjects only:—

- (1) Vernacular: Reading and Writing.
- (2) Arithmetic.
- (3) Geography and Rural Civics.
- (4) Elements of Science.
- (5) English (for those schools only which teach it).

(E)—There should be no examination in the following subjects:—

- (1) Games and Physical Exercises.
- (2) Handwork.
- (3) Religious Instruction.

2. The Committee did not feel it necessary to make any differentiation between the curricula for boys' and girls' primary schools, nor did it consider it necessary to make any distinction between the rural and urban schools so far as primary education curricula were concerned. The following syllabuses were drawn up:—

Class I.

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. Handwork, *i.e.*, needlework ; shapes-making with sand ; clay-modelling ; drawing ; paper-cutting and folding ; leaf-weaving.
- IV .. Religious Instruction.
- V .. Physical exercises and games.

Class II.

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. Geography.
- IV .. Elements of Science including Hygiene.
- V .. Handwork, *i.e.*, needlework ; drawing ; paper-cutting ; clay-modelling ; toys-making ; leaf-weaving.
- VI .. Religious Instruction.
- VII .. Physical exercises and games.

Class III.

- I .. Vernacular : Reading and Writing.
- IA .. Historical Tales.
- II .. Arithmetic.
- III .. Geography and Rural Civics.
- IV .. Elements of Science including Hygiene.
- V .. Handwork, *i.e.*, needlework ; drawing and brushwork ; paper-cutting and folding ; clay-modelling ; weaving and spinning.
- VI .. Religious Instruction.
- VII .. English : Reading and Writing.
- VIII .. Physical exercises and games.

Class IV.

- I .. Vernacular : Reading and Writing.
- IA .. Historical Tales.
- II .. Arithmetic.
- III .. Geography and Rural Civics.
- IV .. Elements of Science including Hygiene.
- V .. Handwork, *i.e.*, needlework ; drawing and brushwork ; weaving ; spinning.
- VI .. Religious Instruction.
- VII .. English ; Reading and Writing.
- VIII .. Physical exercises and games.

United Provinces.

- (1) Syllabus for preparatory and primary sections of vernacular schools for girls.

A.—Infant Class.

- I .. Reading.
- II .. Conversation.
- III .. Writing.
- IV .. Arithmetic.
- V .. Handwork, i.e., sewing ; claywork.
- VI .. Physical exercises.

B.—Infant Class.

- I .. Reading.
- II .. Conversation.
- III .. Writing.
- IV .. Arithmetic.
- V .. Handwork, i.e., sewing ; claywork.
- VI .. Physical exercises.

Class I.

- I .. Reading.
- II .. Story telling.
- III .. Oral composition.
- IV .. Writing.
- V .. Arithmetic.
- VI .. Geography.
- VII .. Sewing.
- VIII .. Handwork, i.e., claywork ; spinning, etc.
- IX .. Physical exercises.
- X .. Cooking.
- XI .. Music.
- XII .. Object lessons.

*Class II.*

- I .. Reading.
- II .. Composition.
- III .. Writing.
- IV .. Arithmetic.
- V .. Geography.
- VI .. Sewing.
- VII .. Handwork, i.e., spinning ; straw work ; baskets-making ; making picture books, etc.
- VIII .. Physical exercises.
- IX .. Cooking.
- X .. Music.
- XI .. Object lessons.

Class III.

- I .. Reading : grammar ; composition ; writing.
- II .. Arithmetic.
- III .. Geography.
- IV .. Sewing.
- V .. Hygiene.
- VI .. Physical exercises.
- VII .. Spinning.
- VIII .. Cooking.
- IX .. Music.
- X .. Object lessons.

Class IV.

- I .. Reading : grammar ; composition ; writing.
- II .. Arithmetic.
- III .. Geography.
- IV .. Sewing.
- V .. Hygiene.
- VI .. Physical exercises.
- VII .. Spinning.
- VIII .. Cooking.
- IX .. Music.
- X .. Object lessons.



The most recent draft syllabus which has been drawn up for the primary schools for girls in the Punjab is given below. It is not being generally used yet, but is being experimented with in a few selected schools. Before the question of its introduction generally is taken up the following three text books for teachers and students under training for the Senior Vernacular and Junior Vernacular Examinations are being prepared by the Advisory Board for Books :—(1) History stories, (2) Nature Study book and (3) Geography text-book.

SYLLABUS.*Class I.—Section A.*

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. Nature Study.
- IV .. Hygiene.
- V .. Stories and handwork illustrating them.

Class I.—Section B.

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. Nature Study.
- IV .. Hygiene.
- V .. Stories and handwork illustrating them.

Class II.

- I .. Vernacular : Reading, writing and simple recitation.
- II .. Arithmetic.
- III .. Nature Study.
- IV .. Hygiene.
- V .. Geography.
- VI .. History story lessons and handwork illustrating them.

Class III.

- I .. Vernacular : Reading, writing, stories and recitation.
- II .. Arithmetic.
- III .. Nature Study.
- IV .. Hygiene.
- V .. Geography.
- VI .. History stories. If possible some of the stories should be dramatised.

Class IV.

- I .. Vernacular : Reading ; writing ; grammar ; simple oral composition ; recitation.
- II .. Arithmetic.
- III .. Nature Study.
- IV .. Hygiene.
- V .. Geography.
- VI .. History with chart work.

Class V.

- I .. Vernacular : Reading ; writing ; grammar ; recitation ; simple oral composition.
- II .. Arithmetic.
- III .. Nature Study.
- IV .. Hygiene.
- V .. Geography.
- VI .. History with chart work.

*Bihar and Orissa.**Infant class.*

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. Clay including sense training.
- IV .. Conversation, observation and stories.
- V .. Religious Instruction (Not compulsory in non-denominational schools).

Class I.

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. Play including sense training.
- IV .. Conversation, observation, and stories.
- V .. Religious Instruction (Not compulsory in non-denominational schools).
- VI .. Needlework.

Class II.

- I .. Vernacular : Reading.
- II .. Composition and writing.
- III .. Arithmetic.
- IV .. Study of environments.
- V .. Hygiene.
- VI .. Handwork.
- VII .. Stories.
- VIII .. Games and physical training.
- IX .. Religious Instruction (Not compulsory in non-denominational schools).
- X .. Needlework.

Class III.

- I .. Vernacular : Reading.
- II .. Composition.
- III .. Correction of common errors.
- IV .. Letter-writing.
- V .. Arithmetic.
- VI .. Study of environments.
- VII .. Hygiene.
- VIII .. Handwork.
- IX .. Drawing.
- X .. Stories.
- XI .. Games and physical training.
- XII .. Religious instruction (Not compulsory in non-denominational schools).
- XIII .. Needlework.

Class IV.

- I .. Vernacular : Reading.
- II .. Composition, grammar and writing.
- III .. Arithmetic.
- IV .. Hygiene and sanitation.
- V .. Geography.
- VI .. History.
- VII .. Physical exercises.
- VIII .. Handwork and drawing.
- IX .. Gardening and nature study.
- X .. Religious Instruction (Not compulsory in non-denominational schools).
- XI .. Needlework.
- XII .. English — optional subject.

Class V.

- I .. Vernacular : Reading.
- II .. Composition, grammar and writing.
- III .. Dictation and transcription.

Class V—contd.

- IV .. Arithmetic.
- V .. Hygiene and sanitation (The proper care and handling of infants).
- VI .. Geography.
- VII .. History.
- VIII .. Physical exercises.
- IX .. Handwork and drawing.
- X .. Gardening and nature study.
- XI .. Religious Instruction (Not compulsory in non-denominational schools).
- XII .. Needlework.
- XIII English — optional subject.

Central Provinces.

The Central Provinces have recently revised their syllabus for primary education. It is intended to lead to the formation of healthy and hygienic habits of body and mind and to provide instruction in subjects which will give the pupil a living interest in his or her environments and provide useful and attractive occupation for his or her leisure hours. The course is arranged so as to include not less than four standards. The subjects to be taught in these standards shall be—

- (i) Language.
- (ii) Arithmetic.
- (iii) Geography, local and provincial, and India in relation to the province.
- (iv) Physical education including practical hygiene.
- (v) Citizenship, through song, drama and story (slight modifications to be made for girls).
- (vi) (a) For rural schools only — Utilitarian handwork.
- (b) For urban schools only — Handwork (drawing, clay-modelling and paper-cutting and folding).
- (c) For girls' schools only — Elementary homecraft.

Assam.

The syllabuses for girls' primary schools in Assam are under revision.

Sind.

In Sind a similar syllabus as that of Bombay has been adopted. In standards IV, V and VI English is optional in this province.

North-West Frontier Province.

The subjects taught in the primary schools for girls in the North-West Frontier Province are as follows :—

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. Geography.
- IV .. Nature Study.
- V .. Needlework.
- VI .. Handwork.
- VII .. Hygiene.
- VIII .. Cooking.

Delhi.

In Delhi the following subjects are taught in girls' primary schools :—

- I .. Vernacular : Reading and Writing ; Conversation ; Grammar.
- II .. Arithmetic.
- III .. Geography.
- IV .. Physical exercises including games and singing.
- V .. Hygiene.
- VI .. Nature Study.
- VII .. Handwork.
- VIII .. Needlework.

Baluchistan.

The syllabus of girls' primary schools in Baluchistan contains the following subjects :—

- I .. Vernacular : Reading and Writing.
- II .. Arithmetic.
- III .. English : Reading and Writing (For classes IV and V only).
- IV .. History and Geography (For classes II, III, IV and V).
- V .. Domestic Economy : Hygiene, First Aid and Sewing (For classes II, III, IV and V).

*Bangalore.**Standard I.*

- I .. Mother-Tongue : Reading, Writing, Stories and Conversation.
- II .. Number Work.
- III .. Drawing.
- IV .. Manual Occupations : Stick-laying and seed placing, Building with wooden Blocks, Clay-modelling and Paper-folding.
- V .. Physical Training.

Standard II.

- I .. Mother-Tongue : Prose, Poetry and Recitation, Writing Stories and Conversation.
- II .. Number Work.
- III .. Drawing.
- IV .. Manual Occupations : Reproduction of Drawing subjects by Stick-laying and Seed placing ; Clay-modelling, Paper-folding, Packing a parcel, sling for carrying a pot, Lead-threading, and figures on cards with Cotton thread.
- V .. Physical training.

Standard III.

- I .. Mother-Tongue : Prose, Poetry and Recitation, Writing and Stories.
- II .. Number Work.
- III .. English (Oral) : Vocabulary, Oral expression and Writing.
- IV .. General Knowledge.
- V .. Civics.

Standard III—contd.

- VI .. Hygiene.
- VII .. Drawing and Manual Occupations (as one subject).
 Under Manual Occupations, following things are taught :—
 (a) Folding, Hemming and Stitching.
 (b) Small bags, Holding the needle, threading, joining the edges, holding the cloth, tacking and running.
- VIII .. Physical Training.

Standard IV.

- I .. Mother Tongue : Prose, Non-detailed study, Poetry and Recitation, Grammar and Writing.
- II .. Number and Space Work.
- III .. English.
- IV .. General Knowledge.
- V .. Geography.
- VI .. Civics.
- VII .. History.
- VIII .. Hygiene.
- IX .. Drawing and Manual Training (as one subject).
- X .. Physical Training.

Standard V.

- I .. Mother Tongue : Prose, Non-detailed study, Poetry and Recitation, Grammar and Writing.
- II .. Number and Space Work.
- III .. English.
- IV .. General Knowledge.
- V .. Geography.
- VI .. Civics.
- VII .. History.
- VIII .. Hygiene.
- IX .. Drawing and Manual Training (as one subject).
- X .. Physical Training.

Mysore State.

The Committee appointed by the Government of Mysore in 1933 to consider the question of reorganisation of middle schools with ruralised courses of study suggested the following subjects of study for a six-year primary course :—

- I .. Vernacular : Reading, Writing, Recitation, Spelling and Dictation and Grammar and Composition, Poetry.
- II .. Elementary Mathematics.
- III .. History.
- IV .. Geography.
- V .. Elementary Home Craft including Personal Hygiene and Needle Work.
- VI .. Nature Study and Gardening, including Drawing (only for classes I, II, III and IV).
- VII .. Hand Work.
- VIII .. Music.
- IX .. Physical Training including Games.
- X .. Civics (only for classes V and VI)